DOCUMENT RESUME

ED 353 739 EC 301 772

AUTHOR	Chambers, Barbara
TITLE	The Major Work Partnership Model of Teacher Training for Gifted Education. A Program Guide.
INSTITUTION	Cleveland Public Schools, Ohio.
SPONS AGENCY	Ohio State Dept. of Education, Columbus. Div. of Special Education.
PUB DATE	Jul 91
NOTE	42p.; For a related document, see EC 301 771.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Consultation Programs; Elementary Education; *Gifted; Higher Education; Inservice Teacher Education; Interprofessional Relationship; *Mentors; Modeling (Psychology); *Models; Postsecondary Education; *Professional Development; *Program Development; *Regular and Special Education Relationship; Teacher Qualifications; Teaching Experience; Teaching Models
IDENTIFIERS	Cleveland Public Schools OH

ABSTRACT

This report provides guidelines for replicating a project of the Cleveland (Ohio) Public Schools, called the "Major Work Partnership," which paired experienced teachers of gifted classes with teachers of regular elementary classes for the purpose of improving the regular teachers' skills in gifted education. The mentorship component of the project served as a renewal experience for both mentors and mentees. For mentors, it provided an invigorating review of their procedures and philosophies. For mentees, it enabled them to provide more appropriate interactive instruction for gifted students in their classes as well as to adapt gifted education strategies for their regular students. The project also involved a series of university courses in education of gifted and talented students in urban settings, and an inservice program to supplement the mentorship component and provide a forum for feedback and a mechanism for support. Both the university and mentorship components of the program increased the pool of qualified and interested teachers for future staffing of Major Work classes (classes for gifted students) and upgraded the professional credentials of Cleveland teachers in gifted education. The report outlines goals and objectives, the program's theoretical construct, implementation steps and timeline, and projected costs. Appendixes contain application forms, needs assessment forms, classroom visitation forms, and other administrative items. (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED353739

Cleveland City School District

Major Work Partnership

Research and Demonstration Project Program for Gifted

A Program Guide Describing the Major Work Partnership Model of Teacher Training for Gifted Education

Funded by Ohio Department of Education
Division of Special Education

EC 301772

Barbara Chambers, Ed.D.
Major Work Specialist
Cleveland City School District

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

CLEVELAND CITY SCHOOL DISTRICT

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

July 1991

BEST COPY AVAILABLE

Table of Contents

	Page
Preface	1
Introduction	2 & 3
Major Work Partnership	4-6
Theoretical Construct for Program	7-9
Implementation Steps	10-12
Implementation Timeline	13
Glossary of Terms	14 & 15
Questions and Answers	16 & 17
Projected Costs	18 & 19
Bibliography	20
Appendices	21-36
Appendix A - Job Posting	21
Appendix B - Application Form	22
Appendix C - Needs Assessment	23 & 24
Appendix D - Inservice Agenda	25
Appendix E - Substitute Request	26
Appendix F - Visitation Form	27
Appendix G - Discussion Questions	28 & 29
Appendix H - University Courses	30
Appendix I - Evaluation Instruments	31-33
Appendix J - Program Benefits	34
Appendix K - Visitation Profile	35 & 36

Preface

In October 1989, the Division of Special Education, Ohio Department of Education awarded a grant to the Cleveland City School District to support a research and demonstration project to address the state identified priority of a continuum of services for gifted (elementary) education. Funded for two years, 1989-1991, this project, the Major Work Partnership, was a mentorship program pairing teachers of gifted classes with teachers of regular elementary classes for the purpose of improving the teachers' skills in gifted education.

The pupose of this publication is to provide guidelines for educators to replicate the mentorship model that the project developed. In Cleveland, "Major Work" refers to the program for gifted and talented students.

Introduction

In 1989, the Office of Major Work initiated a Major Work Research and Demonstration Project. Funded for two years through a grant from the State of Ohio Department of Special Education, the program sought to upgrade skills of elementary Major Work teachers and regular teachers with gifted children in their classes.

The project featured three program components:

1. A series of university courses in education of the gifted and talented students in urban settings;

2. A mentorship program, Major Work Partnership, that paired experienced Major Work teachers with teachers of regular elementary classes and

3. An inservice program to supplement the mentorship component and provide a forum for feedback and mechanism for support.

The evaluation revealed that all three program components were successfully implemented. The university component involved a total of 90 teachers of Major Work and regular elementary classes with an enrollment of approximately 1600 students. The university courses provided courses in gifted education topics identified in the teachers' needs assessments and also required for certificate validation in Ohio. The university program served to update participants about the current body of knowledge in gifted education.

The mentorship program paired experienced elementary Major Work teachers with teachers of regular elementary classes. With its base in the "real" classroom, the program served as a renewal experience for both mentors and mentees. Evaluation data showed that mentors and mentees found the mentorship to be a productive and rewarding "on-the-job" experience. For mentors, it provided an invigorating review of their procedures and philosophies. For mentees, it enabled them to provide more appropriate interactive instruction for gifted students in their classes as well as to adapt Major Work strategies for their regular students.

The on-going inservice program facilitated the teachers' study of their instructional approaches and promoted the development of networking and

sharing among the teachers. The teachers focused on mutual instructional interests and exchanged ideas and materials.

Both the university and mentorship components of the program increased the pool of qualified and interested teachers for future staffing of Major Work classes. It upgraded the professional credentials of Cleveland teachers in gifted education.

The project also produced several spin-offs that were not directly addressed in the proposal but did emerge because of the effectiveness of the activities and positive experiences of the participants.

1. The interaction of students in the classes of the mentees and mentors represented a fortuitous development. Pen pal relationships have developed and exchange visits between the classes occurred.

2. The mentoring plan enhanced each participant's feelings of competency as a professional and person. A number of the participants have decided to pursue graduate degrees in gifted education as a result of their observations of Major Work classes and exposure to the university courses in gifted education.

3. Some mentees reported improved performance of their students on the district's standardized reading achievement test that they attribute to their use of the Major Work strategies with their gifted as well as regular students and their "raised" expectations for all students.

4. The mentorship model developed by the Office of Major Work will be included in dissemination of promising demonstration projects by the State Department of Education throughout Ohio.

Major Work Partnership

Program Goal:

1. To provide a mentorship program reinforced with university courses and inservice activities that will develop/enhance the knowledge and skills of gifted education teachers and regular education teachers with gifted students in their classes.

Specific Mentorship Objectives:

1. To enhance Major Work teachers' instructional skills;

2. To extend services to gifted children in regular classes;

3. To increase the number of teachers who are working toward state certificate validation in gifted education;

4. To create a pool of teachers who are trained in gifted education from which to select future Major Work teachers and

5. To increase the number of minority teachers who are working toward gifted validation.

Specific College/University Collaborative Objectives:

1. To update Major Work teachers' knowledge and understanding of theory in gifted education and

2. To introduce regular teachers with gifted children in their classes to educational theory and practices in gifted education.

Guidelines for Mentorship:

The supportive process to be provided by the Major Work teachers in the mentorship program includes: instruction, demonstration, observation, analysis and feedback. Thus, Major Work teachers will coach regular

education teachers to employ methods of the Major Work Program so that gifted children in regular classrooms may be more appropriately instructed. Regular students in these classrooms will also benefit because the regular teachers will be assisted in adapting Major Work strategies for their instruction.

Focus of the partnership visitations in the mentors' classrooms is on the key elements of the Major Work Program listed below:

1. Brainstorming;
2. Problem-solving;
3. Higher-ordered skills;
4. Literature Club and
5. Daily Talks.

To help ensure that positive changes result from the partnership experience, the Major Work mentor should provide the mentee with the following:

1. Clear explanation of the theory underlying the skills/ strategies to be demonstrated in the Major Work classroom;

2. Several classroom demonstrations of the skills/strategies with the Major Work students;

3. Opportunity for the mentee to practice the skills/strategies with the Major Work students – with feedback on the effectiveness of the practice lesson;

4. Opportunity for the mentee to gain understanding of how the skills/strategies can be adapted to students in the regular classroom and

5. Provision for the mentor to coach the mentee in practicing the skills/strategies with students in the regular classroom.

Intended Audience:

The program is intended for the use of large urban school districts, county school districts or a consortium of smaller districts. The program was developed and field tested with gifted and regular teachers of grades 1-6 self-contained classes. The model could be used, however, with teachers at any grade level.

Project Schedule:

A tentative schedule of activities would include:

- An all-day orientation session, most likely held in November;
- Three all-day visitations of mentees to mentors' Major Work classes, targeted from November through February;
- An evening dinner meeting as the first follow-up inservice session for mentorship teams, offered in January;
- An all-day visitation by the mentors to mentees' classes in March;
- An all-day follow-up inservice session in April and
- One credit modular courses in topics of gifted education set for June or July at the cooperating university. (If university collaboration is not possible, experts in gifted education could provide consultation to the program and offer workshops during the course of the program.

Project Coordinator:

The educator who coordinates the replication of this project should be one who has knowledge of gifted education, has good facilitation skills and possesses good rapport with teachers.

College/University Collaboration:

It is necessary to update teachers' knowledge in gifted education and to develop their understanding of theory as well as practice. Seek the collaboration of a near-by college or university to develop and provide one-credit (10 class hour) courses on practical topics in gifted education. In some situations where collaboration with a college or university is not possible, the school district might involve expert consultants who could assist teachers in developing understanding of the theoretical issues and relating them to instructional practice.

Theoretical Construct for Program

The principles of adult learning specified by Knowles (1978) provided the theoretical basis for the development of this project. Each of the five principles followed by their application in this project are presented below:

> **1. Adults are motivated to learn as they experience needs and interests that learning will satisfy; therefore, these are the appropriate starting points for organizing adult learning activities.**

The implication of this principle for this project is that the activities should meet the needs of current teachers of the gifted for renewal as well as those of the needs of teachers aspiring to teach gifted students in the future. In this project, a needs assessment identified the gifted education topics most important to the teachers. The university courses were then developed to address these areas of interest. In accordance with this principle, after the project coordinator set the tone and parameters for the visitations, the mentors/mentees determined the activities to be demonstrated during the classroom visitations that would be relevant to the needs of their teaching environments. Their planning structured the classroom visitations for their common purpose of serving gifted youth.

> **2. Adults' orientation to learning is life-centered; therefore, the appropriate units for organizing adult learning are life situations, not subjects.**

The implication is that project activities should be organized around the participants' immediate work environment. The visitations to classrooms of master Major Work teachers were the basic vehicle of instruction for mentees. Major Work teachers modeled strategies of gifted education for the mentees.

In doing this, they rethought and applied the principles of gifted education in their planning for the classroom demonstrations. The university one-credit courses related the practical to the theoretical content supporting the partcipants' experiences in the "real" classroom.

3. Experience is the richest resource for adults' learning; therefore, the core methodology of adult education is the analysis of experience.

This principle influenced the project in providing for scheduled time for interactions between the mentors and mentees so they could provide mutual feedback and undertake analysis of the situation. These interactions provided the basis for future visitations. Participants provided a report to the Project Coordinator that served the purpose of on-going feedback about project activities and guided the direction of the supportive inservice training provided to the mentors and mentees.

4. Adults have a deep need to be self-directing; therefore, the role of the teacher is to engage in a process of mutual inquiry with them rather than to transmit his or her knowledge to them and then evaluate their conformity to it.

The project required that the mentors and mentees be self-directive. They were responsible for mutual analysis and synthesis of the strategies of gifted education at the conclusion of each visitation and for planning the next visitation. The project coordinator did not intervene in the visitations. Each mentor and mentee partnership determined the scope of knowledge and activities to be shared.

5. Individual differences between people increase with age; therefore, adult education must make optimal provision for differences in style, time, place and pace of learning.

In this project, the "diversity" principle was less significant than might usually be the case in adult programs. Mentor and mentee teachers were comparable in years of teaching experience and age. They reflected comparable educational and personal concerns, needs and interests. As teachers, they had had similar experiences in inservice programs that featured exhortation and "telling" rather than demonstration, interaction and application. The program, therefore, could utilize these commonalities in providing meaningful experiences.

Implementation Steps
Major Work Partnership Program

1. Plan and prepare the program concept, parameters and operational scope of the project.

- Review the district's general teaching model for and organization of the gifted program and develop descriptive materials (if not already available) to provide foundation for the classroom visitations.
- Designate staff person to coordinate the project.
- Decide if university or consultant(s) is to participate in the program.
- Convene a planning group representing the potential partners in the program.
- Include representatives of institutions and/or consultant(s) on planning group.
- Develop program information for dissemination, with planning group help.
- Distribute informational materials to target populations in the district.

2. Identify target teacher population.

- Undertake recruitment as required by district policy and/or union contractual agreements. (See Appendix A for sample posting.)
- Circulate such information directly to target teachers rather than having school administrators select participants. Preserving choice is important to participant commitment. (See Appendix B for sample application.)
- Select mentors and mentees, identifying an equal number of mentors and mentees to be paired as a team. Mentors should be master teachers of gifted who hold gifted validation with demonstrated competence in working with other adults. Mentees should be teachers interested in becoming teachers of the gifted and who may be currently teaching gifted children in their regular classrooms.
- Organize the mentor/mentee teams, pairing participants according to plan i.e. grade or school level. When the number of respondents exceed the number of teams that can be utilized, random selection may be necessary. To maintain credibility for the project, assignment should be fair.
- Request cooperation of principals of the schools represented by mentors and mentees through the district administration and in keeping with district policy.

3. Develop and implement a needs assessment to guide project.

- In collaboration with the university and/or consultant, construct and distribute needs assessment instrument, setting deadline for return of instrument.

- Provide for analysis of assessment results. (See Appendix C for sample Needs Assessment form.)

4. Develop and Implement orientation of participants.

- Plan orientation meeting for participants. The agenda should include presentation of the parameters for classroom visitations; explanation of the roles of mentors and mentees; group discussion of the parameters; introduction of the mentors and mentees; provision of time for team members to get acquainted; a visitation for the mentor/mentee teams to "model" classrooms in gifted education in a district school and explanation of procedures for scheduling the classroom visitations. (See Guidelines for Mentorship, Page 4 and 5 for material that be distributed as a handout, Appendix D for sample agenda and Appendix E for sample schedule form.)

- Schedule the time and place for the orientation day and inform participants.

- Arrange for substitutes for participants who will attend the all-day orientation meeting.

5. Schedule Classroom Visitations.

- Mentors and mentees establish mutually acceptable schedules and plans for the three visits of the mentees to the mentors' classes and one visit of the mentors to the mentees' classes. (The project should not monitor visitations other than to verify that they have occurred.)

- Arrange for mentors and mentees to have a 1-hour discussion at the conclusion of each visitation.

- The project directs mentors to submit a report of each classroom visitation to the project coordinator. (See Appendix F for sample Report of Classroom Visitation.)

6. Plan concurrent the first follow-up inservice.

- Plan and schedule a 3-hour after-school session for the first follow-up inservice (dinner meeting, if possible.)

- Provide time for small group discussion of partnership activities and reporting of this information to the total group.

- Solicit questions and clarify issues at the meeting.

- Review the information that has been compiled from the classroom visitation reports and redirect activities where necessary.

- Distribute gifted education materials from recent periodical or journals.

- Attempt to provide for demonstration of strategies by mentor(s) that "work" in gifted classes.

7. Develop and schedule the second follow-up inservice.

   • Provide for substitute coverage for participants to attend the in-service, a full-day session.

   • Consider scheduling outside speaker(s) on timely topics in gifted education.

   • Include time in the agenda for discussions among mentors' group and mentees' group to identify program benefits. (See Appendix G for some discussion questions.)

8. Facilitate College/University Collaboration.

   • In collaboration with the college/university, plan the courses to be offered for credit on the basis of the needs assessment.

   • Develop announcements and recruitment materials and distribute these materials to the target teachers. (See Appendix H for sample courses.)

   • Schedule courses and process university enrollments, in collaboration with university.

   • Evaluate the courses and analyze results, in collaboration with university, for use in improving the program.

9. Evaluate Program.

   • Arrange for on-going collection of feedback information about project activities and develop surveys and discussion guides for group discussions at inservice meetings. (See Appendix I for examples of instruments.)

   • Review and compare mentor and mentee responses to discussion questions made in the whole group discussions and on surveys to note benefits and discrepancies. (See Appendix J for sample profile of benefits derived from reports of program participants and refer to Appendix K for concept map of content and elements found in classroom visitations.)

   • Finalize the project evaluation report in May.

   • Give feedback to mentors and mentees before the close of the school year in June.

BEST COPY AVAILABLE

Implementation Timeline

Activity	Implementation Steps	Schedule
I. Mentorship		
	Plan and prepare the program, parameters and operational scope.	August-September
	Identify target teacher populations.	September
	Develop and implement needs assessment.	October
	Develop and implement orientation of participants.	October
	Implement Classroom Visitations for. mentees to mentors' classrooms.	November, January, February
	Conduct Follow-up Session I.	January
	Implement Classroom Visitations for mentors to mentees' classrooms.	March
	Conduct Follow-up Session II.	April
	Evaluate Activities.	On-going
	Provide final evaluation report.	May
	Provide feedback to mentors and mentees.	June
II. University/School District Collaboration		
	Determine courses to be provided and arrange the schedule.	February-March
	Disseminate course schedule.	April-May
	Accept students" application and finalize university registration.	May
	Conduct university classes.	June-July

Glossary of Terms

Major Work Program:

In Cleveland, "Major Work" refers to the program for gifted and talented students. The Cleveland City School District was among the first school districts in the nation to recognize the unique needs of intellectually and academically gifted children. The Major Work Program was initiated in 1921 to serve children with such needs. Today the program enrolls nearly 3,000 students in 30 of the district's 127 schools. Children in grades 1-6 are in self-contained Major Work classes while secondary students attend designated advanced classes.

Mentor:

A teacher with a teaching certificate validated in gifted education who has taught self-contained gifted education classes in the Major Work Program for at least three years.

Mentee:

A teacher of regular classes who applies for and is selected to receive practical, in-the-classroom training from a Major Work teacher mentor.

Daily Talks:

Daily Talks are research reports prepared and presented by elementary level Major Work students. The preparation of Daily Talks provides students with the opportunity to develop and use research skills appropriate for their ability level. These skills include gathering information, note taking, organizing, sequencing and developing appropriate visuals to reinforce the topic. Poise and delivery are also developed through Daily Talks. Students are expected to prepare Daily Talks throughout the school year as assigned by the teachers.

Literature Club:

The Literature Club is an organized teacher'guided student-led discussion group. It is designed to increase students' reading comprehension

and to provide them with exposure to a variety of quality reading material. Students are expected to demonstrate mastery of basic reading skills, express independent thought, support ideas with evidence and make evaluations based on clearly defined criteria. Literature Club also encourages students to respect the ideas of others and assume leadership roles through interaction with classmates.

Opening Exercises:

To foster citizenship, children should be given opportunities for leadership positions and duties. The length of time allotted for each leadership assignment is governed by the needs and maturity levels of the children.

The Major Work Program typically utilizes opening exercises to provide a variety of leadership opportunities for gifted students. Teachers designate various leaders for activities included in the opening exercises. These may include a class leader, a weather reporter, daily news reporter/commentator, song leader, "Thought for the Day" presenter and table captains. The assignments change periodically--daily, weekly or at time intervals as the teacher prefers. Opening exercises can serve the purpose of focusing students' attention to the work of the day. Frequently, classes elect officers who also play various leadership roles and may have some responsibilities in the opening exercises and in supporting the classroom management routines in the classroom, such as distributing and collecting materials, posting information, providing messenger service to the office, room housekeeping and the like.

Questions and Answers

1. What teachers would benefit from participanting in the program?

   • The program will benefit teachers new to gifted programs; veteran teachers in gifted education who need revitalization; regular education teachers with gifted children in their classes and teachers interested in becoming teachers in the gifted education program.

2. How were teachers paired for the mentor/mentee partnership?

   • During the first year of the project, teachers were randomly assigned according to grade levels i.e. primary grades 1-3 and upper elementary grades 4-6.

   • In response to suggestions made by the first year teachers, mentors and mentees were randomly matched as closely as possible by grade during the second project year.

3. Why is it necessary for mentors to make a visitation to the mentees' classes?

   • This visitation provides closure to the program. It gives the mentee an opportunity to demonstrate that he or she can implement the strategies of gifted education. It allows the mentee to be an active participant rather than always an observer.

4. Should the mentorship teams rather than the project administration determine the structure of the class visitations?

   • When the administration structures the visitations, the "chemistry" of the team that is likely to form between the mentor and mentee is upset. Having the administration set the plans also violates the principle of adult education that adults can and will determine their own needs and establish strategies to address them more effectively than having these decisions made for them.

5. Do visitations have to be for a full day?

   • The full day visitation typically provides ample opportunity for the mentor to stress all aspects of the daily routines of the gifted classroom. A full day assignment also tend to make it easier to obtain substitute coverage. In districts where the pull-out model in gifted education is in use, the gifted classes may not meet for a full day. In these cases, half-day visitations probably have to be considered. Whatever the arrangement, the visitation period should provide enough time for discussion and feedb ack for the mentor and mentee.

BEST COPY AVAILABLE

6. Have there been instances when the mentor/mentee relationship didn't work?

- Yes and no. Generally, in a mentor/mentee partnership, a relationship evolves over time through mutual needs and interests, respect and the like, not through random assignment of mentees to mentors. Several of the match-ups during the two years of project operation experienced differences of personality, reasons for project participation and the like. These differences did not result in major problems although good "chemistry" did not appear. The goals of the project can happen regardless.

7. What if it is not possible to establish university collaboration in providing gifted education for the participants?

- It is desirable that inservice training support the mentorship. University courses are most desirable because they provide credits toward teaching certificate validation. If it is is not possible to establish university collaboration, educational consultants with expertise in gifted education can satisfy the requirement of the project in providing timely information in gifted education. However, the important element of earning university credits would not be possible.

8. Would you suggest reassigning mentors/mentees in cases where differences occur?

- No. The purpose of the project is to exchange educational ideas and strategies for gifted education. While it would be desirable to have the partnership result in a long lasting mentorship relationship, the learning process can go on without this happening.

9. What provisions should be made for evaluation?

- The project coordinator needs to maintain accurate project records.

- Each of the meetings will require a rating form.

- Participants may provide feedback through individual surveys and/or group discussions at the inservice meetrings for which the project should provide a discussion guide and make provisions for summary of opinions at the meetings.

- Data from the needs assessment, classroom visitation reports, surveys and project records should be compiled for inclusion in the project final report. This report should also contain demographics as well as information about the experiences of the participants.

Projected Costs

In projecting the costs to replicate this program, the assumptions listed below are made. Should these assumptions not hold for your district, please make the appropriate adjustments.

The following assumptions are made:

1. Substitute teachers will be employed to cover the classes of mentors and mentees for orientation activities, classroom visitations and inservice programs.

2. Hourly wages are paid to teachers for events scheduled after school.

I. Partnership Visitations, Orientation and Inservice Activities:

- Substitute coverage:

Mentors — Total: 3 days each.

(Orientation Day - 1 day;
Visit to Mentee's Class - 1 day;
Follow-up Inservice II - 1 day.)

Mentees — Total: 5 days each.

(Orientation Day - 1 day;
Visits to Mentor - 3 days;
Follow-up Inservice II - 1 day)

II. Hourly Costs:

Mentors — Total: 15 hours each.

(2 hours preparation for each of 4 visitations;
1 hour of discussion after each of 4 visitations;
3 hours for Follow-up Inservice I.)

Mentees Total: 7 hours each.

(1 hour of discussion after each of 4 visitations;
3 hours for Follow-up Inservice I.)

III. University Classes:

Teachers may be required to pay individual tuition charges depending on district policy and/or union contractual agreements and availability of funding.

Tuition Charges

(Mentees - 2 to 3 credits each; mentors - 1 to 2 credits each.)

IV. Educational Materials:

Reproduction costs - $5 per participant.

Bibliography

Knowles, M.S. (1978). *The Adult Learner: A Neglected Species.* Houston: Gulf Publishing Co.

Harsh, Jean, Gloria Micatrotto and Norma Fleming. *Jump into a Treasury of Ideas.*. Division of Major Work Classes, Cleveland Public Schools. Cleveland, Ohio: 1969.

The Major Work Program Parent Guide. Cleveland Public Schools. The Martha Holden Jennings Foundation. Cleveland, Ohio: 1989.

Appendix A

Cleveland Public Schools Division of Certificated Personnel

Announcement of Vacancies for MAJOR WORK PARTNERSHIP

POSITION: ELEMENTARY CLASSROOM TEACHERS
(20 Non-Major Teachers)

The District is inviting applications from non-Major Work teachers to participate in a State Department of Education funded research and demonstration project to upgrade the skills of regular education teachers in methods of teaching gifted children.

SALARY: $16.63 per hour (Inservice Rate)

JOB DESCRIPTION:
- Establishes a partnership with a Major Work teacher.
- Participates in workshops on the Major Work Program. (October, 1990 - April 1991)
- Participates in class visitations to Major Work class(es) one day per month for four (4) months.
- Earns credit for up to two (2) tuition-free, one-credit courses in Gifted Education taught by Cleveland State University faculty (Spring and Summer Quarter.)
- Employs methods of teaching gifted children into the instruction of students in regular classes.

QUALIFICATIONS:
- Valid Ohio teaching certificate.
- Classroom teacher of grades 1-6.
- Interest in using methods of teaching gifted children in the regular classroom.
- Willingness to participate in after school inservice sessions, university courses and teacher exchange visitations.
- Successful teaching experience in a desegregated setting.

LETTER OF APPLICATION TO:

No later than October 12, 1990, send letter of application explaining your reasons for wanting to participate, a summary of your professional/academic background, and one letter of recommendation to Division of Certificated Personnel, Room 359, Administration Building with a copy to Dr. Barbara Chambers, Specialist, Major Work Office, Administration Building, Room 600-N.

PLEASE NOTE: This position can only be filled with the approval of the Board of Education. Nothing herein should be construed to mean the the Board has granted this approval. A certificated staff member cannot be released from current assignment until a replacement has been assigned, or until the end of the school year.

The Cleveland City School District is an Affirmative Action/Equal Opportunity Employer. The Cleveland City School District values language diversity among its students and employees. Persons who are bilingual are encouraged to apply for employment opportunities.

Appendix B

MAJOR WORK PROGRAM
RESEARCH AND DEMONSTRATION PROJECT
APPLICATION FOR PARTNERSHIP COMPONENT

NAME_____ GRADE _____

SCHOOL_____

MAJOR WORK TEACHING EXPERIENCE: _____ YEARS

GIFTED VALIDATION: YES____ NO____

WHY DO YOU WANT TO PARTICIPATE IN THE PARTNERSHIP COMPONENT OF THIS PROJECT? (GIVE A ONE OR TWO PARAGRAPH RESPONSE.)

_____
SIGNATURE

_____
DATE

RETURN BY:

RETURN TO: BARBARA CHAMBERS, ED.D
MAJOR WORK PROGRAM
600-N HEADQUARTERS

The Cleveland City School District is an Affirmative Action/Equal Opportunity Employer. Additionally, the Cleveland City School District values language diversity among its students and employees. Persons who are bilingual are encouraged to apply.

Appendix C

MAJOR WORK PROGRAM
RESEARCH AND DEMONSTRATION PROJECT
NEEDS ASSESSMENT - 1989-90

NAME _____ GRADE _____

SCHOOL -_____

MAJOR WORK YEARS _____TEACHING EXPERIENCE: TOTAL YEARS _____

GIFTED VALIDATION: YES _____ NO _____

DIRECTIONS: Below are 13 topics pertaining to gifted education.

1. Please indicate how important you think these topics would be for teachers' preparing to become Major Work teachers.

In Column A below, draw a circle around the number that represents the degree of importance you would place on the topics (1 for not important; 2 for somewhat important; and 3 for very important.)

2. Please indicate whether or not you would attend a 1 credit (10 clock hour) tuition-free course on the topic.

In Column B below, draw a circle around the number that represents your decision (1 for Yes or 2 for No).

3. On the back of this page, check the courses in gifted education you have taken for credit. Indicate the university at which they were taken.

COLUMN A HOW IMPORTANT ARE THE COURSES?			COURSE TOPICS	COLUMN B WOULD YOU TAKE THIS COURSE?	
Not Impt.	Somewhat Important	Very Impt.		YES	NO
1	2	3	1. Identification of disadvantaged gifted youth	1	2
1	2	3	2. Characteristics of disadvantaged gifted youth	1	2
1	2	3	3. Issues of classroom assessment and grading	1	2
1	2	3	4. Strategies for teaching higher-ordered thinking skills	1	2
1	2	3	5. Motivational techniques for underachieving gifted	1	2
1	2	3	6. Gifted student involvement/responsibility in the learning process	1	2
1	2	3	7. Guidance and counseling needs of gifted students	1	2
1	2	3	8. Urban community resources to support gifted programs	1	2
1	2	3	9. Models of individualized instruction for gifted students	1	2

NEEDS ASSESSMENT 1989-90 (Page 2)

COLUMN A HOW IMPORTANT ARE THE COURSES?			COURSE TOPICS	COLUMN B WOULD YOU TAKE THIS COURSE?	
Not Impt.	Somewhat Important	Very Impt.		YES	NO
1	2	3	10. Criteria for selecting/developing curricular materials	1	2
1	2	3	11. Key components of the Major Work Program—Cleveland's model for gifted education	1	2
1	2	3	12. Emotional/social problems of gifted youth	1	2
1	2	3	13. Role of school/parent partnership in gifted education	1	2
1	2	3	14. Other:	1	2

COURSE	HAVE TAKEN COURSE?		UNIVERSITY
1. Nature and developmental needs of gifted learners	Yes	No	_____
2. Curriculum and teaching for the gifted and talented	Yes	No	_____
3. Assessment and evaluation in gifted education	Yes	No	_____
4. Creativity and productive thinking	Yes	No	_____
5. Working with gifted learners and their families	Yes	No	_____
6. Other: _____	Yes	No	_____
7. Other: _____	Yes	No	_____
8. Other: _____	Yes	No	_____
9. Other: _____	Yes	No	_____

Appendix D

CLEVELAND PUBLIC SCHOOLS
MAJOR WORK PARTNERSHIP PROGRAM

ORIENTATION INSERVICE
NOVEMBER 8, 1990
HUMAN RESOURCE DEVELOPMENT CENTER

AGENDA

8:30 Registration - Coffee/Doughnuts

8:45 Introduction of Participants

9:00 Overview of Major Work Program and Partnership Project

9:45 Depart for Iowa-Maple School

10:00 Major Work Class Visitation

1. Room 204 - First Grade - Denise Warbritton
2. Room 206 - First Grade - Sylvia Fleming
3. Room 207 - Third Grade - Gloria Kellon
4. Room 211 - Second Grade - Karen Taylor
5. Room 217 - Second Grade - Kathy Kotecki

11:16 Return to Human Resource Development Center

11:30 Discussion of Visitation

12:30 Lunch (provided)

1:00 Discussion of Project Expectations

2:15 Establish Partner Visitation Schedule

2:30 Evaluation

APPENDIX E

MAJOR WORK PARTNERSHIP

1990-91

CLASSROOM VISITATION SCHEDULE

REQUEST FOR SUBSTITUTES

	DATE	MENTEE'S NAME	SCHOOL
November/ December	_____	_____	_____
January	_____	_____	_____
February	_____	_____	_____

	DATE	MENTEE'S NAME	SCHOOL
March	_____	_____	_____

KEEP A COPY OF THIS REQUEST FOR YOUR RECORDS.

Appendix F

Major Work Division

Partnership Program

Report of Classroom Visitation

Mentor: _____ School: _____
Grade: _____ Room: _____

Mentoree: _____ School: _____
Grade: _____ Room: _____

Date of Visitation: _____

No. of students present in class during visitation:

At the conclusion of the visitation, please submit this report to Dr. Barbara Chambers, Major Work Program, Room 600B, Administration Building. As you can see, the report is to be a collaborative effort.

Part I. For Mentor:

A. What goals did you have for the mentoree's visit in your class?

Part II. For Mentoree:

A. What did you observe today in this class?

B. What will you utilize in your regular class as a result of this visition?

Part III. For Mentor and Mentoree:

A. Areas for follow-up:

B. Comments/questions:

Appendix G

MAJOR WORK PARTNERSHIP
PROJECT FEEDBACK

APRIL 11, 1991

1. What were the goals you wished to fulfill through participation in this project?

2. What are the strengths of the project?

3. What were the shortcomings of the project?

4. MENTORS ONLY: Comment on the advantages/disadvantages of being a mentor for two years vs. one year.

5. In what ways were your skills as classroom teacher enhanced as a result of participation in this project?

6. How did (or will) your class benefit from your participation?

7. What have you contributed to your partner?

8. What has your partner contributed to you?

9. If this project were to be continued in future years, what Cleveland Public School teachers would benefit most as mentees?

10. It is expected that the Ohio Department of Education will seek proposals for projects such as this. What suggestions would you have for a follow-up project?

Appendix G (Continued)

MAJOR WORK PARTNERSHIP
FEBRUARY 11, 1991

DISCUSSION QUESTIONS

1. WHAT ARE THE STRENGTHS OF THIS PROGRAM?

2. WHAT CHANGES IN YOUR CLASSROOM HAVE RESULTED FROM THIS PROGRAM?

3. WHAT REMAINS TO BE DONE?

Appendix H

Schedule of University Courses 1990 and 1991

Schedule	Course
Spring 1990 Workshop	Choosing Curricular Materials Motivating Underachievers Teaching Higher Order Thinking
June-July 1990	Choosing Curricular Materials Motivating Underachievers Teaching Higher Order Thinking Urban Community Resources Individualized Instructional Models Emotional/Social Needs Characteristics of Economically Disadvantaged Gifted Classroom Assessment Identifying Disadvantaged Gifted
Spring 1991 Workshop	Classroom Management Techniques for Teachers of Gifted Cooperative Learning Strategies for Gifted Children
June-July 1991	Use of Computers in Gifted Education* Motivating Underachievers Teaching High Order Thinking Classroom Management Techniques for Teachers of Gifted Cooperative Learning Strategies for Gifted Children

*Two sessions were offered.

Appendix I

REACTION SURVEY

Your observations about this program will be valuable in improving what we are doing. Thank you for completing this survey.

1. How satisfied are you overall with the program and facility this weekend? (Please rate the sessions you attended and the facility by checking the appropriate box below.)

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
A. Stress Presentation					
B. Strategies for Teaching					
C. Motivational Techniques for Underachieving Students					
D. Criteria for Selecting/ Developing Curriculum Materials for Gifted					
E. Punderson Facility					

2. What benefits did you experience as a result of this in-service program? (Please check all that apply below.)

_____ A. Got ideas for use of teaching strategies

_____ B. Learned more about a particular topic.

_____ C. Received instructional gujides/model lessons.

_____ D. Received curriculum materials.

_____ E. Had increased opportunities to interact with colleagues.

_____ F. Obtained ideas for techniques to motivate students.

_____ G. Improved understanding of "stress" factors.

_____ H. Other:

3. What will you change in your teaching as a result of this experience?

4. Would you come to another event like this? Yes ☐ No ☐ If yes, what time of year should it be scheduled.

5. Your suggestions and comments for improvement of this event are welcome. (Please use reverse side.)

BEST COPY AVAILABLE

Major Work Partnership Program

Mentee Survey

Last year you were a mentee in the Major Work Partnership Program. We appreciated your willingness to participate. You demonstrated your interest in and commitment to your profession. Now, after a year has passed since your involvement in the project, we are seeking your feedback about lasting effects of the project.

We hope you will help us by completing this questionnaire and returning it to the Office of Major Work by March 28, 1991 in the enclosed envelope.

1. As you look at this past year, what influence did the program have on your teaching? Please comment.

2. If you are currently teaching in a regular classroom, did the project help you to address the needs of gifted children in your regular classroom? Please describe. **If you are in a major work classroom, please skip to question No. 4.**

3. Did the project help you to assist regular children in the regular classroom? Please comment.

4. If you are currently teaching in a major work classroom, how did the project help you to address the needs of gifted children in this classroom? Please describe.

5. Have there been "lasting" benefits from the classroom visitations and interaction with the mentors? Please describe.

6. What was your overall opinion about the project when you first heard about it?

7. Has your opinion changed since then? If so, why?

8. What recommendations would you make for future programming? (Use reverse side, if necessary.)

Name (Optional) _____

BEST COPY AVAILABLE

PARTNERSHIP IN EDUCATION

Participant Evaluation - April 11, 1991

1. In reviewing your role as a mentor or mentee in the Partnership in Education program this year, what is your overall opinion of the program? Please write a statement below that presents your opinion.

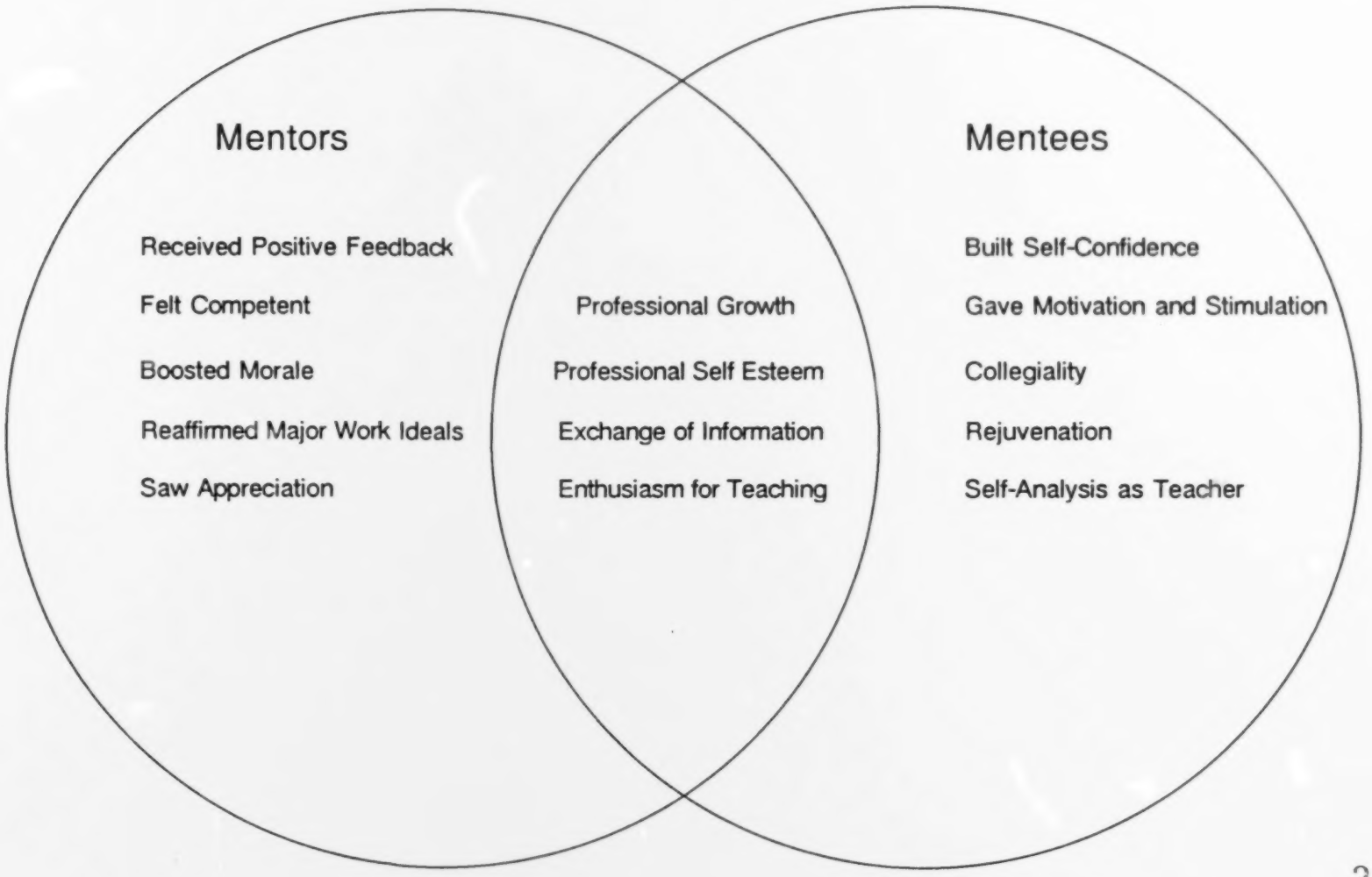
2. In general, considering all aspects of the Partnership in Education program, how effective has the project been? Using a scale of 1 to 5 in which 5 represents the high end of the scale and 1, the low end, please indicate your rating of the effectiveness of the project, by circling a rating below.

Very Effective	Effective	Moderately Effective	Ineffective	Very ineffective
5	4	3	2	1

3. What recommendations would you offer?

Appendix J

Program Benefits Reported



Appendix K

Class Visitation Profile

Procedures for Demonstration

Orientation to MW Program and Routines

- Morning/opening exercises (Pledge, Newswatch, Poem, Weather, Interest Stories, Bell Work)
- Class Meeting assignments, Class organization)
- Classroom Management (Room space, arrangement, transition routines)

Characteristics of of Gifted Students

- Verbal Ability (Reading, Writing, Speaking)
- Curiosity
- Creativity/Originality
- Productivity
- Self-Directive, Freedom within limited restrictions
- Teacher Expectations

Comparison - MW and Regular Students

- Variability in all classes
- All students have common needs.
- Gifted like regular students may need one-on-one attention.

Subject/Content

- Reading
- Mathematics
- Composition
- Black History
- Science
- Speech
- Health
- Art
- Music
- Careers
- Physical Education

Instructional Strategies

- Co-operative Learning
- Independent/Group Research
- Activity-Based Instruction
- Whole Language Approach
- Gaming
- Literature Club
- Daily Talk
- Reading Contract
- Math Bulletin Board (Modern)
- Junior Great Books
- Oral Book Reports

Grouping

- Whole Class
- Small Groups
- Individual
- "Ad-hoc" Groups

Processes

- Brainstorming
- Role-Playing
- Webbing/Mapping
- Higher Level Thinking Skills
- Leadership opportunities
- Logic
- Questioning-Bloom Taxonomy
- Outlining/Planning
- Problem-solving strategies
- Mental math
- Teacher, Peer and Self-Evaluation

Materials

- Original/Teacher-Made
- Commercial
- Trade Books

Literature Club

- Bridging phrases
- Words of comment
- Supporting evidence from text
- Student Leadership
- Vocabulary Focus
- Summarization of Material
- Characterization and Setting
- Creative questionning

Daily Talk

- Outlining Format
- Gathering Information
- Planning
- Speaking
- Experience Chart
- Critique
- Teacher's Evaluation
- Self-evaluation

Creative Writing

- Individual and group stories
- Pen pals/letter writing
- Poetry Writing/haiku
- Biography
- Young Authors' Program

Reading Notebooks

- Organization
- Content
- Evaluation

Whole Language Approach

- Use of stories for social studies,science and current events

Mathematics

- Math Bulletin-Board
- Problem-solving notebook
- Egyptian number system
- Fractions
- Mental Math—developmental and practical
- Order of operations
- Place value
- Parentheses and brackets
- 3-minute fact wizards

Science

- Solar system
- Units on hazardous waste
- Planet's atmosphere